

# Human Development: Responsible Life Choices 1 and 2

## ACTIVITIES

### A. HUMAN DEVELOPMENT

#### 1. **Identify factors that affect adolescent growth and development.**

- List changes observed in friends, brothers, sisters, or cousins, as they grow older. Changes can include appearance and/or personality.
- Debate “Adolescence is a stressful period in human development.”
- Gather family photos and compare family likenesses and differences.
- Chart changes in students’ weight, height, and other physical development.
- Interview three adults about their teen years. Ask them which area of growth was the most challenging for them and why. Give an oral report to the class summarizing your findings.
- Develop and evaluate strategies used to address challenges in adolescence.

#### 2. **Analyze the relationship between growth pattern changes and developmental tasks.**

- Examine the effects of gender, ethnicity, or culture on individual development.
- Role-play activities that promote the accomplishment of specific developmental tasks.
- Write short story about an experience you shared with a peer that made a difference in your life.
- Classify the developmental changes of early and late adolescence.
- Identify developmental tasks associated with adolescent growth and development.
- Discuss contributions of theorists regarding the development of adolescents: G. Stanley Hall, Piaget, Erikson, and Bandura

#### 3. **Analyze conditions that influence sexuality and behavior.**

- Role-play situations where adolescents have to make decisions regarding choices in relation to alcohol, tobacco, and other drugs.
- Make a list of popular songs that refer to sexual activity. Listen to the lyrics, noting the underlying messages and what would be the consequences of acting on these messages.
- Analyze advertisements in teen magazines and determine the message they convey about sexuality.

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- Role-play scenarios in which a teen is being confronted with a sexual decision.
- Brainstorm purposes of relationships and dating and how each affects personal behavior.

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### B. LIFE CYCLE EXPERIENCES AND INTERPERSONAL RELATIONSHIPS

1. **Determine experiences that assist in the development of self-expression.**
  - Examine values in relation to making responsible life choices.
  - Evaluate personal behaviors and their consequences.
2. **Apply decision-making processes to help reduce and manage conflicts.**
  - Create a plan for conflict resolution.
  - Role-play resolving a conflict issue.
  - Research and report recent conflict that affected the community, including the source of conflict and resolution.
  - List ten decision which teens might face and work through a decision making model to determine choices. Discuss the impacts of the choices and decision.
  - Develop a conflict-resolution model to be used in your class or school.
  - Critique a Dear Abby scenario. Identify problem and suggested solution. Offer your own solution.
3. **Demonstrate communication skills that contribute to positive relationships.**
  - Explain the importance of communication.
  - Identify communication styles and their effects on relationships.
4. **Evaluate the impact of technology and media on the communication process.**
  - Find names of characters and fast forward to any scene in which two or more are in conversation. Mute then take notes and analyze body language and predict conversation. Use notes to write script.
  - Imagine you are a school principal, and bullying and ridicule are common in the school. Research both on the Web and learn the consequences. Develop a speech to discourage negative behavior.
5. **Implement goals for improving communication with others.**
  - Write an essay describing how you handled a situation in which you felt you were being pressured by a peer to do something you did not want to do (Use “I” statements.)
  - Role-play passive, assertive, and aggressive behaviors.
  - Discuss Win-Win, Win-Lose, and Lose-Lose.

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### C. HEALTH AND WELLNESS

#### 1. **Explain the human reproductive system.**

- Identify the self-examination procedures used for breast and testicular cancer detection. Show a video describing the self-examination procedures used for breast and testicular cancer detection (boys and girls separate).
- Make two columns labeled Male and Female. In each column identify terms associated with each gender.
- Invite a health professional to talk about and answer questions regarding the reproductive system.
- Using a diagram identify parts of the reproductive system, both male and female.
- Identify hormones associated with the reproductive processes.
- Describe the physical changes that occur during puberty.
- Describe the physical changes that occur during the menstrual cycle.
- Develop a chart on myths and facts about menstruation.
- Relate the female cycle to human reproduction.
- Prepare a research report on a reproductive health concern.

#### 2. **Identify the benefits of sexual abstinence.**

- List all the reasons teens decide to become sexually active.
- Role-play or develop a presentation depicting effective communication skills for remaining abstinent and for avoiding unprotected sexual intercourse.
- Brainstorm advantages and disadvantages of sexual abstinence.
- Brainstorm advantages and disadvantages of being sexually active.
- On index cards list one dream and one goal (one per card) have for life. Randomly pass out cards. On slips of paper write words such as pregnancy, at-risk pregnancy, premature baby, healthy baby, STI, HIV, and infertility. Each student selects one slip of paper and explains to the class how this “event” could change the dream/goal written on his or her card.
- Write a paragraph defining the word “responsible.” What does it mean to be responsible? What adjectives are used to describe a responsible person? Share responsibilities. Save paragraphs.
- Write the following statement on the board or transparency: “Sexual decision making is the process of making careful, responsible, and informed decisions about one’s sexual

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behavior.” Discuss whether or not most teens use this process to guide their sexual behavior. Why or why not? What sources do teens use to get their information? Return to the students’ definitions of “responsible.” Make changes in definition if needed. Write a paragraph about how responsibility relates to sexual behavior. To whom does each person have a responsibility regarding sexual behavior? How can a person meet these responsibilities?

- Compare and debate abstinence versus sexual activity.
- Complete a creative project about abstinence: suggestions include a persuasive speech, a videotaped mock talk show, an original poem, an abstinence poster or pamphlet, or a letter to younger students about the benefits of abstinence.
- Role-play saying “No.”
- Discuss the importance of abstinence.
- Describe and discuss responsible sexual behavior.

### **3. Assess factors contributing to risky behaviors.**

- In cooperative learning groups of 4 have students identify as many risky behaviors as possible within 5 minutes and present them to the class orally and the group with the most will be given extra points on their test.
- In a cooperative group of 6 have students identify risky substances in given scenarios and present their list to the class orally.
- The teacher identifies one risky behavior and asks the students if they agree or disagree. Set up debate rules and tone for the debate relative to pros and cons. After the debate the teacher will ask the teacher what they learned from the process.

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- 4. Analyze prevention, symptoms, and treatments of STIs including HIV, AIDS, etc.**
  - Evaluate methods of contraceptives.
  - Write an essay that completes the sentence “If I had HIV/AIDS...”
  - Design a game, play, short story, poem, or wrap of your choice that emphasizes the importance of good sexual communication skills between two individuals that could help them prevent STDs/STIs including HIV/AIDs.
  - Visit an agency that provides medical or counseling services in your community. Find out what services are available for people with STIs. Present your findings to the class.
  - Develop a presentation on how to avoid STIs.
  
- 5. Identify resources for assistance regarding exploitation.**
  - Develop a community support resource guide that identifies resources for information and counseling regarding STIs.
  - Invite speakers to dialogue with students on exploitation.
  - Design a bulletin board depicting exploitation.
  - Have students create scenarios that suggest exploitation and role-play the scenario before the class.
  - Research your school’s sexual harassment policy. Evaluate the policy and list any changes you would propose. If your school does not have a policy, work in small groups to draft one and present it to the class for discussion.
  - Design a pamphlet for teens about safety tips that may help prevent stranger rape or design a pamphlet for teens about relationship tips that may help prevent rape.

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### D. TEEN PREGNANCY (2)

1. **Identify the consequences of teenage pregnancy.**
  - Describe the potential short-term and long-term consequences of sexual irresponsibility.
  - Identify reasons teen pregnancy occurs.
  - Explain possible physical risks of teen pregnancy to the mother and infant.
  - Examine personal, emotional, education, financial, and societal problems that result from teen pregnancies.
  - Analyze teens' preparedness to be parents.
  - Collect data on teenage pregnancy in the state and or county and graph the results.
  - Outline the life of a teen. Begin the outline before pregnancy and continue the outline to after the birth of the baby.
  
2. **Explain the health risks to mother and infant in teen pregnancy.**
  - Write a fictional letter to a family friend who is pregnant and smokes cigarettes. Explain why smoking endangers the baby's health.
  - Research congenital disabilities and present information to the class on your findings.
  - Develop a presentation depicting conception to delivery. Include the symptoms of pregnancy, all of the stages of pregnancy, stages of development for the baby, hormones, labor, and any dangers during the pregnancy, etc.

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### E. RESPONSIBILITIES OF PARENTHOOD (2)

1. **Identify various skills and responsibilities of parenting.**
  - Evaluate personal readiness for parenting utilizing a given survey.
  - Record an interview with a single parent about his or her parenting experience and play it for the class.
  - Have students develop a list of skills and responsibilities and present it to the class.
2. **Identify multiple roles of parents/caregivers.**
  - Create crossword puzzle on the roles of parents/caregivers.
  - Compare roles played by fathers and mothers.
3. **Predict challenges facing parents/caregivers.**
  - Calculate financial cost of having children.
  - Assign students to small groups and have each group list on a poster board or large sheet of paper 10-15 challenges facing parents. Then ask each group to discuss the following questions:
    1. Identify the top five challenges determined by your group.
    2. State why the challenges your group chose are important.
    3. Discuss why they are challenges.
    4. What similarities are seen in each group?
4. **Explain the effects of teen parenting on education.**
  - Research poverty data and determine how teen parenting is represented. Report your findings to the class.
  - Compare teen parents who choose to complete their education versus teen parents who choose to drop out of high school
5. **Identify various means of assistance that may be available to teen parents.**
  - Conduct an internet search and write a report on agencies and programs that offer help to teen parents.
  - Compare families and describe how each dealt with teen parenting.

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### F. CAREERS (2)

1. **Research various careers related to human development.**
  - Make a list of professionals who work with human development in a variety of ways, i. e. schoolteacher, school psychologist, school guidance counselor, psychiatrist, etc.
  - Outline your personal traits as they relate to your career choice.
  - Choose a career and discover salary ranges compared to salary requirements for job responsibility, etc.
  - Choose a video. Discuss the careers of the characters in the video. Look at dress, job responsibilities, professional environment, employer and employer leadership style, etc.
  - Make a list of available human development job opportunities available in the state/geographical area.
  - Interview a human development professional.
  - Create an algebraic equation to determine salary . Use the following factors: years of education, years of experience, salary.
2. **Demonstrate leadership and organizational skills.**
  - Complete a School-to-Work activity such as mentoring, shadowing, service learning, etc.
  - Volunteer in an assisted living/retirement facility, day care facility, children's hospital, etc., providing tutoring and companionship.
  - Become an active member of Family, Careers, and Community Leaders of America.
3. **Demonstrate interpersonal communication skills needed for success in leadership roles.**
  - Develop a portfolio illustrating personal skills.
  - Write a scenario and pretend you are a leader in some capacity. Write an essay describing how you handled a situation and include leadership style and skills used.
  - Develop an oral presentation for class.